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ABSTRACT

In response to "Closing the Gaps: Participation, Success, Excellence, Research," the new Texas Higher Education Plan, this document contains a proposal that will help achieve the desired level of quality among higher education programs in Texas by ensuring that these programs are relevant to the global content of the 21st century. It is expected that, in the coming century, Texas will be more populous, and current minorities will be the majority. The economy will be highly integrated into the global economy, but more Texans will be foreign-born, Texas will be less educated, and Texas will be poorer. There are four important areas in which the Texas Legislature, the Texas Higher Education Coordinating Board, the higher education community, and the private sector can work together to achieve globalization in higher education: (1) study abroad for outgoing domestic students; (2) programs for incoming international students; (3) research and development; and (4) curriculum and faculty development. It will be necessary to develop, support, and implement programs in the areas of increasing access to programs that contribute to the globalization of student perspectives, supporting mutually beneficial research partnerships with institutions from around the world, and promoting alliances between the higher education community and the business community. Some specific actions are recommended to accomplish these objectives. Eight attachments contain supplemental information about Texas higher education. (Contains 5 tables and 12 references.) (SLD)

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ED 465 313

GLOBALIZING TEXAS HIGHER EDUCATION FOR THE NEW CENTURY
A RESPONSE TO *CLOSING THE GAPS*

Report of the Special Committee on Globalization and Higher Education

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January 9, 2001

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Requested by
Dr. Don W. Brown, Commissioner of Higher Education
Texas Higher Education Coordinating Board

Special Committee on Globalization and Higher Education:

Dr. E. James Hindman, Chair, President of Angelo State University
Dr. Emily Y. Ashworth, Texas A&M University
Mr. Ray Brimble, The Lynxs Group
Dr. Eduardo Conrado, Alamo Community College District
Mr. Joaquin Romero, Laredo National Bank
Mr. Rick Younts, Motorola Corporation

Support Staff:

Dr. Michael Laubscher, Texas A&M University
Ms. Catherine Parsoneault, Texas Higher Education Coordinating Board

Globalizing Texas Higher Education for the New Century
A Response to *Closing the Gaps*

> *"RAND studies of corporate hiring preferences show nearly universal agreement among personnel directors that their companies need managers and employees with greater international knowledge—and experience abroad—than the ones they are hiring now."*
>
> Institute of International Education

Preamble

When the Texas Higher Education Coordinating Board in 1990 released *Partners on a Rising Curve: Higher Education for International Competence and Competitiveness*, it recommended a number of specific actions to meet the recognized need for globalizing higher education. The quality of life in the new millennium will be dependent upon the extent to which all educated citizens are able to function comfortably and effectively in a world where international boundaries are rapidly disappearing. In this new global environment, every human activity occurs in the context of an economic, scientific, social, political, ecological, and technological milieu that knows no international borders.

In view of the accelerated pace at which the world is undergoing such a fundamental change, it is not only appropriate but essential that the state of Texas re-visit the issues raised in the Board's report a decade ago. As noted in *Closing the Gaps: Participation, Success, Excellence, Research*, the Board's new Texas Higher Education Plan for the next fifteen years, "the state can build prosperity only by educating its people." And that education must necessarily be relevant to the world in which those people will live. The new Texas Higher Education Plan established goals to ensure that the Texas higher education system will enroll, educate, and graduate students reflecting the state's population and do so from high-quality programs. As a complement to that Plan, the proposal that follows will help achieve the desired level of quality among our higher education programs by ensuring that those programs are indeed relevant to the global context of the 21st century.

Background

While many individual institutions are committed to internationalizing education, there is no concerted statewide effort to ensure that Texans generally are prepared to meet the global challenges of the 21st century. Nevertheless, a great deal has been accomplished since submission of *Partners on a Rising Curve*. One example is the expansion of the Reciprocal Education Exchange Program beyond just Mexico and Canada, facilitating Texans' ability to study abroad by allowing them to pay tuition and fees in Texas but attend classes at a foreign partner institution. A second example, generated through the initiative of students, is the authority given higher education institutions by the legislature to implement a student fee in support of scholarships for study abroad. The long-standing state-mandated Good Neighbor Scholarship program continues to stimulate the enrollment of students from Latin America at

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Texas institutions and to foster long-lasting relationships between Texas and its Latin American neighbors, particularly our NAFTA partners.

The increased emphasis on international education generally since the publication of *Partners on a Rising Curve* is clearly exemplified by the expansion of study abroad and the increased enrollment of international students.

- Over the course of the past decade, the number of Texas students participating in study abroad has increased by 123.2% (from 2,453 in 1989/90 to 5,475 in 1998/99)—far outstripping the national increase rate of 83.5% (from 70,727 in 1989/90 to 129,770 in 1998/99).

- The 48.4% increase in the enrollment of international students over the decade (from 24,170 in 1989/90 to 35,860 in 1999/2000) has also exceeded the national increase rate of 33.1% (from 386,851 in 1989/90 to 514,723 in 1999/2000).

In addition to helping internationalize the climate of Texas's higher education institutions, the latter also contributed significantly to the state's economy. The Institute of International Education estimates that the state of Texas received an economic benefit of more than $639.5 million from the enrollment of international students in 1999/2000 (see attachment #5).

In spite of these achievements, much remains to be done. The educated citizenry of the 21st century will live and work in an environment where people of various social, cultural, and linguistic backgrounds will mingle freely in both real and virtual space without regard for international boundaries. It is imperative that our higher education institutions be an integral part of that global environment. A number of higher education organizations have issued policy statements emphasizing the critical need for a globalized higher education system and urging a level of priority unmatched in the past (see the list of References for examples of such statements). And in recognition of the urgency that has emerged around this issue, the Federal Government issued an Executive Memorandum on April 19, 2000, proposing an international education policy for the United States generally.

Given this background, it is incumbent upon the state to develop a coordinated globalization program that will complement *Closing the Gaps*, the new Texas Higher Education Plan. This will ensure that Texas and all of its citizens will be prepared to function successfully in a global community.

Texas in the Global World

What will Texas be like in the next 20 -25 years as it enters the global environment?

- The state will be more populous. The state's population reached 20 million for the first time in 1999 and is projected to reach 33.9 million by 2030.

- Minorities will be the majority. Projections suggest that by 2030, 70% of the children in elementary and secondary schools and 60% of the college students will be from "minority" groups. Approximately 87% of the net additions to Texas's population between 1990 and 2030 are projected to be from minority groups.

- More Texans will be foreign-born. In 1994, Texas ranked fourth in the nation (behind California, New York, and Florida) in immigrant population. The U.S. Census Bureau predicts that Texas will remain among the top four states in immigrant population through 2030.

- Texas' economy will be highly integrated into the global economy. Texas is already the country's second largest exporting state after California, accounting for 13.1% of total U.S. exports in 1999. Texas exports reached $91 billion in 1999, an increase of 4.8% over 1998—a rate of increase over 2.5 times that of the national rate of 1.8%. Foreign direct investment in Texas reached $72.3 billion in 1996 providing employment for 316,900 Texans, an increase of 5.8% from the 299,500 Texans employed by foreign affiliates in 1990.

- Texans will be less well educated. Unless the state succeeds in reaching the goals of *Closing the Gaps*, the number of Texans participating in higher education may increase slightly, but this number will represent a declining proportion of the rapidly increasing overall population.

- Texas will be poorer. Similarly, unless the goals of *Closing the Gaps* are reached, based on current demographic trends and absent major changes in the Texas Economy, the poverty rate will increase and the average Texas household will have an income that is $3,000 less in 2030 than in 1990, in constant dollars.

Globalizing Texas Higher Education

There are four important areas in which the Texas Legislature, the Texas Higher Education Coordinating Board, the higher education community, and the private sector can work together in a joint effort to achieve globalization in higher education and thereby enhance prospects for our economic future. These are (1) study abroad (i.e., sending Texas students abroad for a portion of their education), (2) diversification of our higher education institutions through the enrollment of international students, (3) globalization of higher education research and development activities, and (4) globalization of the curriculum and the faculty.

(1) Outgoing Domestic Students (Study Abroad)

Immersing students in a foreign academic and social milieu is recognized as one of the most effective ways to internationalize the perspectives of college and university students. Unfortunately, relatively few American students have traditionally included study abroad as an integral part of their education.

- A total of only 32 Texas institutions of higher education reported study abroad enrollment figures to the Institute of International Education during its most recent data collection period (see attachment #1).

- While Texas ranks second in the nation behind California in total undergraduate enrollment, its study abroad enrollment ranks sixth in total numbers (see attachment

#2), 31st as a proportion of total undergraduate enrollment, and 32nd as a proportion of degrees awarded.

- NAFSA: Association of International Educators, the largest professional organization in the field of international education, has recommended that the United States set a national objective that by 2010, 20% of all American students receiving college degrees should have studied abroad for academic credit. Based on current enrollment data, it is estimated that only about 7% of Texas's degree recipients studied abroad prior to graduation.

(2) Incoming International Students

Enrolling international students in our colleges and universities is an effective way to internationalize the overall climate of our institutions while at the same time exposing our potential future competitors to the values and ideals that underlie the U.S. way of life. Furthermore, these graduates of Texas institutions become important future partners in Texas initiatives throughout the world. Their enrollment also pumps more than $12.3 billion into the national economy, making education the fifth largest U.S. service-sector export (see attachment #5).

- Texas ranks third in the nation behind California and New York in the total number of international students enrolled (see attachment #3).

- Texas's 35,860 international students represent almost 7% of the total of 514,723 international students in the United States in 1999/2000.

- A total of 137 Texas institutions of higher education reported international student enrollments for 1999/2000 (see attachment #4).

(3) Research and Development

Companies that engage in research, product development, and marketing on a global scale are increasingly dominating the world's economy. If Texas companies are to compete in this environment, Texas universities must train our future scientists and engineers to think globally. They must be prepared to work cooperatively in multinational strategic research alliances, have the language and cultural skills to be effective, and be prepared to use specialized research facilities located worldwide.

While Texas faces challenges in making this transformation, a number of Texas universities already have foreign research linkages that can serve as models for future collaboration. The Texas A&M University Ocean Drilling Program that involves scientists from 27 different countries is one example. A cooperative program between Mexico and four University of Texas System institutions to map environmental problems on both sides of the Rio Grande is another. A third example is the Chihuahuan Desert Research Institute, which is closely linked to Sul Ross State University.

To train a new generation of global researchers, Texas needs to remove impediments to cooperative global research and provide positive incentives to seek out and cooperate with

the best research scientists and engineers in the world. Texas universities need also to identify research problems that are global in scope so the work they do has import not only in the U.S. but also in the rest of the world, which is a market for our technology. Intellectual property rights associated with patents that grow out of such research can also redound to the economic benefit of the institutions involved.

(4) Curriculum and Faculty Development

The curriculum is the heart of the academic enterprise. It is through the medium of the curriculum that students acquire the intellectual skills that will provide the foundation for their subsequent professional contributions. It is therefore imperative that the curriculum reflect the global context in which our future professionals will be engaged.

Partners on a Rising Curve recognized this imperative when it recommended that to enhance the general education of all students, the cross-cultural component of the core curriculum at Texas higher education institutions should contain course options that provide students with perspectives on non-U.S. regions and societies. That document also pointed out that business executives in Texas are convinced that international education "is not something rarified and separate to be imparted to a privileged group" but that "international education must pervade curricula" in order to "develop managers, executives and leaders who are global thinkers." While the language of the world may be rapidly becoming English, the culture of the world is not; higher education curricula must accommodate this reality.

Only by infusing the entire curriculum with an international dimension can we ensure that **all graduates** of Texas institutions possess the global perspectives essential in the 21st century market place. This will also require that the faculty possess the international perspectives appropriate to such a curriculum: in order to be effective in the new academic environment, those engaged in the business of education must be just as globally oriented as those doing business in the private sector.

Closing the Gaps in Globalizing Texas Higher Education

To enhance our globalization efforts, it will be necessary to develop, support, and implement innovative programs in three essential areas. These include increasing access to programs that contribute to the globalization of our students' perspectives, supporting mutually beneficial research partnerships with institutions from around the world, and promoting alliances between the higher education community and the business community in support of globalization efforts.

- Increasing Access

Increasing Texas students' access to study abroad and international students' access to Texas institutions will enhance the diversification and globalization of perspectives that will be required among our future professionals. To accomplish this, scholarship support will be essential to ensure that financially needy Texas students and students from under-represented groups are not deprived of the opportunity to participate in study abroad. In addition, mechanisms to foster language study throughout the state are necessary. Texans who will be engaged in a global environment must have access to language training

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representative of areas that are strategically important to the state. At the same time, more reciprocal exchange programs that support the flow of students in both directions and more innovative programs like the Good Neighbor Scholarship Program will enhance efforts to increase international students' access to Texas's higher education institutions.

- Supporting Research Partnerships

Like every other activity in the contemporary world, research now occurs in the context of a global environment. While the United States research and development enterprise is the strongest in the world, it is not alone. Most research takes place outside the United States, and if we fail to encourage research collaborations beyond our shores, the United States will certainly fall behind. The country that will be most successful in research in the 21st century will be the one that is able to build collaborations among the best researchers in the world, wherever they are physically located. Given Texas's proximity to Mexico and the bonds that have already been forged with its neighbor to the south, the initial focus of support should be on research partnerships between institutions in Texas and Mexico with a view toward expanding such support to include other nations in the future.

- Promoting Alliances with the Business Community

In preparing students to assume positions of responsibility and leadership in the world of the 21st century, our colleges and universities must be cognizant of the changing needs for globally oriented professionals. The dynamic and fast-paced nature of that world also dictates the need for continuous interaction between the higher education community and the private sector. By working together as partners, our colleges and universities will be more effective in providing the kind of globalized education students will need to succeed, and Texas businesses will be better served by the institutions upon which they rely for preparing their future professionals.

Recommended Actions

To supplement ongoing efforts by the higher education community in closing the globalization gaps in the Texas higher education system, the Special Committee on Globalization and Higher Education recommends three actions by the Texas State Legislature along with three actions by the Texas Higher Education Coordinating Board.

State Legislature

1. Increase support for international education scholarships.

   This can be accomplished either by allocating state funds to support such scholarships or by extending to all higher education institutions the permission already made available to the University of Texas to adopt a student fee of up to $4.00 per student per semester in support of international education scholarships. The latter would enhance the current authorization of $1.00 per student per semester in support of institutional efforts to eliminate financial barriers for Texas students to participate in international education. Adopting such a fee would be at the discretion of each institution and would require a student referendum before implementation.

2. Establish a Research Partnership Matching Fund.

The Legislature should establish a Research Partnership Matching Fund to support a pilot program of collaborative research involving institutions of higher education in Texas and Mexico. Appropriated funds would be **matched by equal contributions** from other sources in the U.S. and/or Mexico. The North American Free Trade Agreement has highlighted issues affecting both sides of the border, including air and water pollution, hazardous waste disposal, health, and a variety of other common concerns to both Texas and Mexico. A number of Texas border institutions and other institutions with a statewide mandate are already addressing these issues in an effort to improve conditions in the border region. This fund will enhance their efforts by enabling the institutions to leverage resources and by involving their Mexican counterparts in finding ways to enhance their respective economic environments. As an example of this kind of project, the Center for Immigration Research at the University of Houston, with major funding from the Ford Foundation, is collaborating with the *Universidad de Monterrey* to conduct a two-year, multi-site study of how implementation of the 1996 welfare and immigration reform acts is affecting community life in the border region (see attachment #6). Another example is the proposed collaboration between the Agriculture Program of the Texas A&M University System and a consortium of institutions in northeastern Mexico, with support from the Texas and Southwestern Cattle Raisers Association and the Independent Cattleman's Association, to improve the quality of life for people in the semi-arid region of Northeast Mexico and South Texas by optimizing food, fiber, and agricultural production (see attachment #7).

3. Establish a Global Education Incentive Matching Fund.

The Legislature should establish a Global Education Incentive Matching Fund. The Fund would be administered by the Texas Higher Education Coordinating Board to support the development of more student internship and research programs abroad. Support would be made available **on a matching funds basis** for programs developed by individual institutions, consortia of institutions, or partnerships between higher education institutions and the private sector. To enhance the state's economic base in an increasingly global context, priority would be given to programs designed to imbue participants with a comprehensive global perspective as well as to programs that facilitate the participation of under-represented student populations, including those in high tech areas like engineering and science. With its integral internship component, the Academy for Future International Leaders at Texas A&M University, partially funded by the Ford Motor Company, is an example of building partnerships with industry to provide international leadership development and practical experience abroad for Texas students (see attachment #8). The availability of funds for matching purposes is a key to success in acquiring external support for such programs. The ability to leverage resources through matching funds will enable Texas institutions to become more competitive in acquiring grants from Federal, corporate, and foundation sources.

Higher Education Coordinating Board

1. Establish a business/higher education forum.

The Coordinating Board should establish a business/higher education forum to foster partnership between higher education and the business community to develop

opportunities for globalization in Texas higher education. Members of the forum should include CEOs of institutions and business corporations committed to preparing the Texas workforce for globalization and to promoting global awareness in Texas.

2. Appoint a foreign language task force.

   The Coordinating Board and the Texas Education Agency should work together to create a seamless foreign language study program. A joint task force should be appointed by the Commissioners to review the current status of foreign language instruction in the state and to recommend future actions.

3. Collect and track benchmarking data.

   The Coordinating Board should provide staff support to collect and track benchmarking data related to the globalization of the Texas higher education system and the state economy. The data should be accessible to educators and the public through a web site maintained by the board with links to other appropriate sites, including the international web sites of all Texas higher education institutions.

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TEXAS STUDY ABROAD ENROLLMENTS
1998/99

University of Texas at Austin	Austin	1,452
Texas A&M University	College Station	836
Baylor University	Waco	470
Southern Methodist University	Dallas	366
Texas Christian University	Fort Worth	357
University of North Texas	Denton	237
Austin College	Sherman	215
Southwest Texas State University	San Marcos	192
Trinity University	San Antonio	177
Rice University	Houston	158
University of Texas at Arlington	Arlington	153
Southwestern University	Georgetown	125
Texas Tech University	Lubbock	95
Tarleton State University	Stephenville	80
St. Mary's University	San Antonio	67
Texas A & M University - Commerce	Commerce	56
North Lake College	Irving	55
University of Houston-Clear Lake	Houston	53
St. Edward's University	Austin	42
Midwestern State University	Wichita Falls	33
Hardin-Simmons University	Abilene	32
Southwestern Baptist Theological Sem	Fort Worth	31
Houston Baptist University	Houston	30
University of Texas at Dallas	Richardson	30
Texas Wesleyan University	Fort Worth	28
University of St. Thomas	Houston	27
University of Mary Hardin-Baylor	Belton	20
Stephen F. Austin State University	Nacogdoches	16
Sul Ross State University	Alpine	16
East Texas Baptist University	Marshall	13
Southwestern Adventist College	Keene	9
Richland College	Dallas	4
	TOTAL	**5,475**

Source: Institute of International Education

Attachment #2

STUDY ABROAD ENROLLMENT BY STATE 1998/99

1	NY	11,295	27	CT	1,340
2	CA	9,925	28	NH	1,333
3	PA	8,217	29	NJ	1,290
4	OH	5,928	30	NE	1,281
5	MA	5,776	31	KY	1,240
6	TX	5,475	32	ME	1,217
7	NC	5,439	33	KS	1,117
8	MI	5,358	34	VT	1,063
9	MN	5,328	35	LA	1,054
10	IN	4,823	36	RI	1,002
11	VA	4,184	37	OK	998
12	IL	4,087	38	AL	963
13	IA	3,358	39	MS	877
14	GA	3,342	40	DE	874
15	WI	3,329	41	AR	787
16	WA	3,231	42	WV	409
17	FL	3,025	43	MT	372
18	MO	2,605	44	NV	364
19	CO	2,556	45	ID	232
20	OR	2,435	46	NM	217
21	UT	2,267	47	HI	198
22	DC	2,143	48	ND	123
23	AZ	2,006	49	SD	77
24	MD	1,727	50	AK	55
25	TN	1,694	51	WY	54
26	SC	1,680			

Total 129,770

Source: Institute of International Education

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Attachment #3

INTERNATIONAL STUDENT ENROLLMENT BY STATE 1999/2000

1	CA	66,305	28	KS	6,053
2	NY	55,085	29	UT	5,834
3	TX	35,860	30	AL	5,441
4	MA	28,192	31	HI	5,430
5	FL	24,827	32	TN	5,244
6	IL	22,807	33	KY	4,201
7	PA	20,336	34	SC	3,523
8	MI	19,151	35	NE	3,317
9	OH	16,806	36	RI	3,176
10	NJ	12,179	37	NV	2,450
11	MD	11,941	38	AR	2,317
12	IN	11,654	39	MS	2,263
13	VA	11,616	40	WV	2,230
14	WA	10,965	41	NH	2,068
15	GA	9,901	42	DE	2,016
16	AZ	9,402	43	NM	1,672
17	MO	9,182	44	ME	1,282
18	DC	8,202	45	ID	1,271
19	OK	8,041	46	MT	1,011
20	MN	7,900	47	ND	979
21	NC	7,848	48	VT	959
22	WI	7,833	49	SD	700
23	IA	7,218	50	PR	621
24	CT	7,110	51	WY	487
25	CO	6,461	52	AK	392
26	OR	6,404	53	VI	149
27	LA	6,305	54	GU	106

Total **514,723**

Source: Institute of International Education

TEXAS INTERNATIONAL STUDENT ENROLLMENTS
1999/2000

University of Texas at Austin	Austin	3,992
Texas A&M University	College Station	3,174
University of Houston	Houston	2,902
Houston Community College System	Houston	2,466
University of North Texas	Denton	1,736
University of Texas at El Paso	El Paso	1,649
University of Texas at Arlington	Arlington	1,453
The University of Texas at Dallas	Richardson	1,350
Texas Tech University	Lubbock	803
Richland College	Dallas	793
Southern Methodist University	Dallas	689
Austin Community College	Austin	567
Rice University	Houston	518
University of Houston- Clear Lake	Houston	504
University of Dallas	Irving	500
North Lake College	Irving	498
El Paso Community College	El Paso	458
Texas Woman's University	Denton	432
North Harris Montgomery Community Coll	Houston	425
Midwestern State University	Wichita Falls	396
Collin County Community College District	Plano	364
University of Texas at San Antonio	San Antonio	355
Texas Southern University	Houston	351
Baylor University	Waco	340
Southwest Texas State University	San Marcos	323
Navarro College	Corsicana	320
Texas Christian University	Fort Worth	320
Texas A&M University – Kingsville	Kingsville	312
University of Houston- Downtown	Houston	297
Lamar University-Beaumont	Beaumont	294
San Antonio College	San Antonio	278
San Jacinto College-Central Campus	Pasadena	270
Dallas Baptist University	Dallas	257
Texas A & M University – Commerce	Commerce	250
University of Texas-Pan American	Edinburg	244
Univ of Texas Health Science Ctr Houston	Houston	242
Prairie View A&M University	Prairie View	235
University of St. Thomas	Houston	230
Abilene Christian University	Abilene	226
Brookhaven College	Farmers Branch	225
Southwestern Baptist Theological Sem	Fort Worth	198
Blinn College	Brenham	193
West Texas State University	Canyon	184
St. Edward's University	Austin	169
Texas A & M International University	Laredo	168
University of the Incarnate Word	San Antonio	165

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U. of Texas - Brownsville & Texas Southmost Col	Brownsville	150
Baylor College of Medicine	Houston	145
Tarrant County Junior College	Fort Worth	145
St. Mary's University	San Antonio	132
Central Texas College	Killeen	129
Southwestern Adventist University	Keene	116
Sam Houston State University	Huntsville	107
Texas Wesleyan University	Fort Worth	106
Dallas Theological Seminary	Dallas	105
San Jacinto College- North Campus	Houston	104
Laredo Community College	Laredo	98
U of Texas Southwestern Med Ctr Dallas	Dallas	98
Kilgore College	Kilgore	96
U of Texas Health Science Ctr San Antonio	San Antonio	93
Del Mar College	Corpus Chrsti	88
North Central Texas College	Gainesville	83
Univ of Texas Medical Branch Galveston	Galveston	79
Texas A&M University - Corpus Christi	Corpus Chrsti	78
Hill College	Hillsboro	75
Angelo State University	San Angelo	69
Lee College	Baytown	61
Texas Lutheran University	Seguin	61
Mountain View College	Dallas	60
Huston-Tillotson College	Austin	60
Stephen F. Austin State University	Nacogdoches	58
Tarleton State University	Stephenville	52
Tyler Junior College	Tyler	45
Northwood University	Cedar Hill	44
Howard Payne University	Brownwood	43
Art Institute of Dallas	Dallas	42
East Texas Baptist University	Marshall	40
McLennan Community College	Waco	40
St. Philip's College	San Antonio	40
Southwest Texas Junior College	Uvalde	39
DeVry Institute of Technology	Irving	39
Our Lady of Lake University	San Antonio	37
Galveston College	Galveston	36
Trinity University	San Antonio	35
Midland College	Midland	35
South Plains College	Levelland	34
University of Texas at Tyler	Tyler	33
University of Mary Hardin- Baylor	Belton	31
University of Houston- Victoria	Victoria	30
Grayson County College	Denison	29
Oblate School of Theology	San Antonio	28
Baylor College of Dentistry	Dallas	28
Trinity Valley Community College	Athens	27
LeTourneau University	Longview	26
Lubbock Christian University	Lubbock	26
Weatherford College	Weatherford	26

Austin College	Sherman	25
Eastfield College	Mesquite	25
Concordia Lutheran College	Austin	21
Paul Quinn College	Dallas	21
Jarvis Christian College	Hawkins	18
Southwestern Christian College	Terrell	18
Brazosport College	Lake Jackson	17
Frank Phillips College	Borger	17
Wharton County Junior College	Wharton	17
Alvin Community College	Alvin	16
Cisco Junior College	Cisco	16
College of the Mainland	Texas City	16
Southwestern Assemblies of God College	Waxahachie	16
Lon Morris College	Jacksonville	15
Wayland Baptist University	Plainview	15
Amarillo College	Amarillo	14
Austin Presbyterian Theological Seminary	Austin	14
Sul Ross State University	Alpine	13
Texas A&M University at Galveston	Galveston	12
Victoria College	Victoria	12
Paris Junior College	Paris	11
Southwestern University	Georgetown	11
Clarendon College	Clarendon	10
Western Texas College	Snyder	10
Jacksonville College	Jacksonville	9
Schreiner College	Kerrville	8
University of Texas of the Permian Basin	Odessa	8
Texas State Technical College- Waco	Waco	8
Odessa College	Odessa	7
Howard College	Big Spring	6
Texas State Technical College- Harlingen	Harlingen	6
Baptist Missionary Theological Seminary	Jacksonville	5
Coastal Bend College	Beeville	4
Hardin- Simmons University	Abilene	4
Southwest College Institute Deaf	Big Spring	4
Temple College	Temple	4
Texarkana College	Texarkana	4
Texas College	Tyler	3
Episcopal Theological Seminary Southwest	Austin	2
Panola College	Carthage	1
Texas State Technical College- Sweetwater	Sweetwater	1
	TOTAL	**35,860**

Source: Institute of International Education

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ESTIMATED STATE ECONOMIC CONTRIBUTIONS
1999/2000 INTERNATIONAL STUDENTS

State	International Students	Est. Avg. Tuition & Fees/Student	Est. Avg. Living Expenses	Est. Contribution to Economy
CA	66,305	$10,399	$21,070	$1,628,108,739
NY	55,085	$14,080	$23,317	$1,602,642,736
MA	28,192	$19,169	$24,818	$961,112,243
TX	35,860	$7,692	$15,174	$639,554,015
PA	20,336	$16,606	$20,315	$581,389,604
IL	22,807	$12,638	$18,824	$557,353,267
FL	24,827	$10,097	$18,618	$555,509,921
MI	19,151	$11,719	$17,314	$431,810,757
OH	16,806	$12,262	$18,384	$400,080,918
NJ	12,179	$11,251	$24,670	$341,731,937
MD	11,941	$10,311	$21,389	$304,482,307
DC	8,202	$17,959	$25,778	$278,480,653
IN	11,654	$12,353	$17,221	$267,431,692
VA	11,616	$10,255	$16,861	$245,024,218
GA	9,901	$11,490	$18,502	$230,926,139
WA	10,965	$9,789	$16,113	$220,941,530
CT	7,110	$14,962	$22,882	$209,080,421
MO	9,182	$11,936	$16,517	$202,689,853
AZ	9,402	$8,830	$16,768	$187,624,242
NC	7,848	$12,665	$16,790	$179,227,812
WI	7,833	$14,193	$14,323	$172,430,180
CO	6,461	$13,135	$17,194	$151,903,811
MN	7,900	$10,004	$14,725	$151,714,241
OK	8,041	$6,709	$16,086	$143,344,681
IA	7,218	$10,305	$14,926	$141,390,883
OR	6,404	$11,601	$16,597	$140,174,002
LA	6,305	$10,740	$17,220	$137,083,964
HI	5,430	$7,716	$21,620	$124,828,214
TN	5,244	$11,633	$15,526	$110,434,875
KS	6,053	$7,626	$14,084	$102,401,148
UT	5,834	$5,370	$15,850	$97,076,912
RI	3,176	$17,065	$21,587	$95,111,958
AL	5,441	$6,462	$14,260	$88,077,748
KT	4,201	$8,422	$12,372	$67,839,330
SC	3,523	$8,528	$14,684	$63,657,880
NH	2,068	$17,713	$20,923	$61,837,675
NE	3,317	$7,326	$14,318	$55,987,269
NV	2,450	$7,128	$17,486	$47,173,538
DE	2,016	$11,462	$16,243	$43,349,326
WV	2,230	$8,659	$15,642	$42,212,127
AR	2,317	$7,886	$14,606	$40,612,127
MS	2,263	$5,996	$11,725	$31,274,770
NM	1,672	$8,071	$13,761	$28,413,288

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VT	959	$15,939	$20,133	$26,800,094
ME	1,282	$10,299	$15,653	$25,849,145
ID	1,271	$7,313	$12,769	$19,873,798
MT	1,011	$9,034	$14,514	$18,512,507
ND	979	$6,974	$11,456	$14,034,523
SD	700	$7,610	$11,695	$10,500,538
PR	621	$3,278	$14,567	$8,725,701
AK	392	$8,029	$19,898	$8,568,661
WY	487	$6,282	$14,623	$7,956,639
VI	149	$6,894	$18,220	$2,930,092
GU	106	$3,958	$22,507	$2,214,842
Total	**514,723**			**$12,309,499,491**

Source: Institute of International Education

Average Tuition and Fees from College Board.
Average Room and Board from College Board.
Total estimated contribution adjusted to increase for expenses of accompanying family members and to remove financial support from U.S. sources (estimated to be 25.3% of total).

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Attachment #6

IMPACT OF WELFARE AND IMMIGRATION REFORM ACTS ON BORDER REGION COMMUNITIES

Center for Immigration Research, University of Houston

The Center for Immigration Research of the University of Houston is currently conducting a two-year, multi-site study of the implementation and effects of the 1996 welfare and immigration reform acts. The study is being conducted in six Texas locations, including Harris, Tarrant, Hidalgo, El Paso, Cameron, and Webb counties. A team of Mexican researchers headed by Ruben Hernandez-Leon at the *Universidad de Monterrey* is coordinating a complementary study of impacts of the new United States policies on Mexican communities adjacent to the Texas border sites.

The study investigates how enhanced border enforcement and recent welfare and immigration law revisions affect community life among both border and metropolitan Texas communities. Particular interest lies in how these changes may create divisions between legal/undocumented immigrants and citizens. The research involves interviews of U.S.-born and immigrant households, community leaders in the neighborhood sites of the households, as well as interviews of personnel in governmental and social agencies.

Major funding for this project is provided by the Ford Foundation.

Attachment #7

IMPROVING INTEGRATED FORAGE-BASED PRODUCTION SYSTEMS AND ENHANCING THEIR INFLUENCE ON THE IMPROVEMENT OF SOCIO-ECONOMIC CONDITIONS IN NORTHEAST MEXICO AND SOUTH TEXAS

Goal: To improve the quality of life of people in the semi-arid region of Northern Mexico and South Texas by optimizing food, fiber, and agricultural production, while conserving the natural resources on which these enterprises depend. The overall objective is to optimize production of large and small ruminant livestock by using improved technologies, practices, and marketing, while sustaining production and conserving the natural resources on which large and small producers in the U.S. and Mexico are interdependent.

Partners: Center for Grazinglands and Ranch Management of the Agriculture Program of the Texas A&M University System and the *Consorcio de Instituciones de Investigacion, Educacion Superior, Fomento y Servicio, y Organizacion de Productores del Noreste de Mexico* (*Universidad Autonoma de Tamaulipas, Universidad Autonoma de Nuevo Leon, Universidad Autonoma Agraria Antonio Narro, Instituto Tecnologico y de Estudios Superiores de Monterrey, SAGAR, INIFAP, Union Ganadera Regional de Tamaulipas, Union Ganadera Regional de Nuevo Leon, Union Ganadera Regional de Coahuila, FIRA*). Support from the Texas and Southwestern Cattle Raiser's Association and the Independent Cattleman's Association.

Objectives:

A. To quantify and establish a relational database and production efficiency index of the soil, water, vegetation, animal resources, production units, and institutions in the region.
B. To develop, publish, and transfer technologies for restoration and preservation of degraded ecosystems in the region and for drought management strategies to enhancing producer income.
C. To develop economically and ecologically sustainable animal management practices capable of improving efficiency of production, particularly for small-size producers.
D. To improve small business management, marketing strategies and profitability.
E. To develop and evaluate alternative natural resource-based income producing enterprises for producers.
F. To develop and adopt methodologies that foster technology transfer and exchange to , among and from producers.
G. To enhance the training of students and faculty exchanges to promote research, education and institutional collaboration.
H. To develop and promote wildlife conservation and management programs on ranches.

Expected Outcomes:

A. Create a central "umbrella" database, i.e., web page, with periodic reports and updates.
B. To make natural resource mangers more aware of ecosystem degradation as measured by numbers of individuals attending activities, responding to surveys, visiting webpages, requesting publications, requesting help from specialists and distributing publications and information themselves to other people.
C. Develop four pilot projects, one in each state in Mexico and one in Texas, to demonstrate ecological and economically sustainable management practices involving wildlife, range and animal production systems.
D. Increase profitability of small producers and increase diversification of profitability.
E. Quantify current activities, including economic impact, of alternative natural resource-based income producing enterprises.
F. Produce a report of the actual situation and extension and technology transfer activities within 18 months. Make this information available to partners, academic community, potential investors and decision-makers.
G. Begin funding the participation of both graduate and undergraduate students.
H. Develop a two-county pilot study in Mexico for GIS relational database.

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Attachment #8

ACADEMY FOR FUTURE INTERNATIONAL LEADERS
TEXAS A&M UNIVERSITY

The Academy for Future International Leaders is a joint effort among Texas A&M's nine academic colleges and is coordinated through The International Center of the George Bush Presidential Library Complex. It is designed to complement any undergraduate academic major and helps the 18 student participants gain a global perspective in their chosen field of study while preparing them for leadership roles in the increasingly international 21st Century.

The Academy has three components:

Academic Seminar: The three-credit seminar focuses each week on topics of global importance and is conducted jointly by a Texas A&M faculty member and an international executive, government official, or other expert to discuss "real life" applications and experiences.

Mentoring Program: Students in the Academy are matched with an international business executive to receive individual guidance and attention throughout the spring semester and beyond.

International Internship: Students who successfully complete the academic seminar are eligible to apply for a two- to three-month internship with an international corporation or institution.

The Academy has become one of the most sought-after academic leadership programs at Texas A&M. It broadens the international perspectives of the students, thereby preparing them for leadership roles in a global environment. The academic seminar has a strong focus on group discussions of international topics. Students have reading and writing assignments pertaining to each week's topic as well as three special projects that require them to present team findings to the seminar group. A final term paper is required. Students are also required to interact with international executives through the mentoring program.

The summer internship assignments are full-time positions with international corporations or institutions. Interns are assigned significant projects that benefit the organization and provide practical experience to better prepare the students for leadership roles in their future careers.

The program is partially funded by the Ford Motor Company.